

INSTRUCTOR GUIDE

Hepatitis Education for Inmates



This curriculum was supported by Cooperative Agreement Number 517844 from the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the National Commission on Correctional Health Care (NCCHC) and do not necessarily represent the official views of CDC.

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ISBN 0-929561-13-9

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GENERAL PRESENTATION GUIDELINES

Characteristics of Adult Learners

Most of our teaching experiences involve children or our own memories of childhood learning. Teaching adults is a totally different process. When you give your lesson, remember these points about adult learners:

Adults are self-directed. Don't dominate the class. Try to involve the participants as much as possible. Ask questions about knowledge that the audience may bring to the presentation. An example might be to introduce questions at the beginning of a section that prepares the audience for the answers to follow.

Adults are experienced. Draw on their experience; don't discount it. Take their opinions into consideration.

Adults are practical. Let them know how the presentation will benefit them in their lives or on the job every day. Relate points to individuals whenever you can.

Adults are problem-solvers. Emphasize that the question and answer periods are times to discuss points that need clarification and that are important. If you don't know the answer to a question, be honest. But also try to find out the correct information or direct them to the appropriate resource.

Barriers to Adult Learning

It is known that U.S. prisons and jails are filled with inmates who have histories of injection drug use, exposure to hepatitis, and high illiteracy rates. The impact of illiteracy on health prevention presents a major barrier that confounds hepatitis prevention efforts. It is well recognized that educational barriers, whether through poverty or social oppression, are a universal problem. These barriers are multifactorial and include illiteracy, history of drug abuse, low self-esteem, and learning disabilities. The illiterate encounter difficulties with basic survival skills necessary to improve their health. Inmates who lack the literacy levels needed to understand existing health education literature are at a distinct disadvantage to obtaining necessary health information. This is particularly harmful when it comes to prevention of viral hepatitis. There is a need to address hepatitis prevention that is most appropriate for individuals with low literacy. This hepatitis health education curriculum was developed to address this need.

Literacy is the ability to use reading and writing to get information. This definition is purposefully broad. Using a grade-level definition, people who read at the 8th grade level or above are considered literate. People who can read at the 4th grade level or below may be considered “functionally illiterate.” Those who can read between the 5th and 8th grade levels may be considered “marginally literate” or functioning at a low literacy level with limiting literacy skills. A study conducted by the National Commission on Correctional Health Care found a 6th grade reading level among inmates tested in Chicago, New York, Los Angeles, and New Orleans. This curriculum on hepatitis education for the inmate was written for inmates at a 6th grade reading level. Of course, as the instructor presents the material, specific words or concepts may need clarification or elaboration.

Using the Pre-test and Post-test

The pre-test and post-test are instruments designed to gauge the inmate’s knowledge of hepatitis. The pre- and post-tests are both the same. Hopefully, the results of the post-test will be better than the pre-test results. That will show you whether the inmate learned something valuable from your presentation.

Administer the pre-test before you begin your presentation, then administer the post-test at the end of your presentation. The post-test should be administered after the question-and-answer period is completed. You should allow at least 10 minutes to complete the pre-test and another 10 minutes to complete the post-test. This is outside the time allotted for the lesson plan.

The pre-test and post-test are included in this curriculum. An answer sheet also is included and the correct answers are marked with an asterisk. A transparency of the test is provided for situations when it may be necessary to read the questions and answer choices to illiterate inmates.

Instructor Guide

The following are general goals, or objectives, for each part of the hepatitis presentation. You should expect your audience to know them after the hepatitis lesson is given.

“Viral Hepatitis A” Objectives

At the completion of the viral hepatitis A presentation:

- 1.01 The learner will be able to identify how hepatitis A is transmitted.
- 1.02 The learner will be able to describe three signs and symptoms of hepatitis A and its long-term effects.
- 1.03 The learner will be able to explain how to prevent the spread of hepatitis A.

“Viral Hepatitis B” Objectives

At the completion of the viral hepatitis B presentation:

- 2.01 The learner will be able to identify three signs and symptoms of hepatitis B.
- 2.02 The learner will be able to explain how hepatitis B is transmitted.
- 2.03 The learner will be able to describe two long-term complications of hepatitis B.
- 2.04 The learner will be able to explain how hepatitis B can be prevented.

“Viral Hepatitis C” Objectives

At the completion of the viral hepatitis C presentation:

- 3.01 The learner will be able to identify how hepatitis C is transmitted.
- 3.02 The learner will be able to explain three ways to prevent the spread of hepatitis C.
- 3.03 The learner will be able to identify three long-term complications of hepatitis C.

The Hepatitis A, B, and C Lesson Plan

This lesson plan is designed to be taught to an audience of incarcerated individuals. It is divided into four distinct parts that should take about 1 hour and 30 minutes to teach. This excludes the time that it will take to administer the pre- and post-test. Thus, the total time required to teach the entire lesson plan, including testing and discussion periods, is about 2 hours.

To prepare to teach this lesson, you may want to read the Centers for Disease Control and Prevention (CDC) materials listed in the resources section of this manual. Reading this material will also help prepare you for the question-and-answer period that follows each part.

Using Overhead Transparencies and Handouts

You will need an overhead projector and a moderately darkened room to use the overhead transparencies in Tab 5 Transparencies. If you do not have an overhead projector, you can prop the overhead or printed duplicate at the front of the room for the audience to follow along. Or you can tape the printed duplicates to the wall or blackboard at the front of the room you are using for your presentation.

The overhead transparencies are designed to follow along with the written lesson plan. If you lose your place in the text of the lesson plan, just read from the transparencies. The transparencies are simply outlines of the more detailed explanation contained in the written text.

If your curriculum contains a compact disk (CD) the entire presentation including transparencies is provided in a Microsoft PowerPoint© format. You can freely produce the handouts and the pre-test and post-test contained in the CD. If your curriculum does not contain a CD you may purchase one directly from the National Commission on Correctional Care.

The handouts should be distributed to the audience before you begin your presentation, but after you give the pre-test. The handouts can give the audience something to refer to as you speak. If they miss something that you said, they probably will find it in the handout. Also, there is a section at the end of the handout for the audience to write questions that they want to discuss during the question and answer period. You will want to tell the audience to make notes about things that they would like to discuss on the handout.

The Question-and-Answer Period

A question-and-answer period follows at the end of the lesson plan. This should take no more than 10 minutes. Some answers to questions may be found in the CDC “Fact Sheets” on viral hepatitis A, B, and C. You can also refer audience questions to other printed booklets and pamphlets that are available.

To stimulate discussion, go around the room in round-robin fashion and ask about specific points that were discussed. Probe people’s knowledge by asking such things as “Did you understand how the hepatitis A virus is spread?” “Do you think you should be vaccinated against hepatitis A?” “What should you do if you already have hepatitis B virus infection?” Create a friendly atmosphere that is conducive to open discussion.

Acknowledgments

This curriculum is the result of a collaborative agreement between the Centers for Disease Control and Prevention and the National Commission on Correctional Health Care. The effort and expertise of these two organizations in hepatitis and correctional health care has led to the development of this unique curriculum. Mr. R. Scott Chavez, MPA, PA-C, CCHP-A, Vice President for the National Commission on Correctional Health Care, served as the project director for the development of this curriculum. A national advisory panel guided the process, structure, and content of the curriculum.

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In addition to the national experts on hepatitis and correctional health care, others were instrumental in providing sites for the project director to conduct a needs assessment on inmates and correctional staff and to determine the demand and educational level for a hepatitis curriculum. The testing of focus groups on correctional officers and inmates helped to assess the literacy levels and knowledge of common risk reduction, treatment, and outcome of hepatitis. This information was used to structure the curriculum. We thank:

Leonard Bersky, MPA, CCHP, Chief Operating Officer, Cermak Health Services, Chicago, Illinois.

Charles Foti, Jr., Sheriff, Orleans Parish Criminal Sheriff's Office, New Orleans, Louisiana.

Virgil Magsombol, County of Los Angeles Sheriff's Department, Los Angeles, California.

Teller K. Moorehead, Chief of Custody/Corrections, County of Los Angeles Sheriff's Department, Los Angeles, California.

Roger Paris, Deputy Commissioner, Rikers Island Department of Corrections, New York.

This curriculum was field tested by practitioners who teach correctional officers and inmates about the dangers of communicable disease. Through their suggestions the curriculum was revised to improve its readability and usefulness. We thank the following individuals for their contribution to this curriculum.

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